



**Republic of Zambia**  
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND  
EARLY EDUCATION

# NATIONAL LITERACY FRAMEWORK (NLF)



**CURRICULUM DEVELOPMENT CENTRE  
MARCH 2013**

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## Preface

The purpose of the Zambian National Literacy Framework is to establish a set of guidelines for teaching and learning literacy in all Zambian schools. Zambia has had experience with traditional teacher directed methodologies as well as the more participatory Primary Reading Programme. The curriculum has moved out of the whole language approach. Beginning 2014, the Ministry of Education decided to use an approach that synthesizes reading instruction based on explicit lessons in key competency areas; direct instruction of letter sounds and daily instruction that offers learners the opportunity to practice reading, writing, speaking and listening in the local language. Instruction in the local language at the foundation stage will support learners as they progress toward English. This recognizes Zambia as a multi-lingual society, where the use of local languages and English co-exist as part of formal and informal communication. Therefore, while initial literacy will be provided in local languages, learners will also be introduced to oral English and later transition to reading and writing in English.

This document is destined for all those involved in the development of literacy for primary schools in Zambia. Authors of primary texts, publishers, writers and illustrators will use this framework to develop materials literacy courses. Finally, we hope that teachers will share this approach to teaching literacy with parents, communities and school organizations. The road to reading begins early in life and with parents as partners in education. Children develop early language skills from home and continue to build upon them as they enter school. The document gathers together the underlying foundation of literacy instruction from home to classrooms; pre-school to Grade 7.

The Zambian primary literacy curriculum piloted in 2013 and introduced in 2014 starts with pre-school and Grade 1. Each year, the curriculum is phased in from Grade 1 to Grade 7 from 2013 to 2020.

Literacy, we believe, requires an eclectic approach on the part of the teachers, where instruction builds a compendium of abilities where learners think creatively and critically. It requires teacher preparation based on a wide range of knowledge, skills and values. This process requires support at all levels of Zambian society.

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## Acronyms

CDC	Curriculum Development Centre
CPD	Continuous Professional Development
EFA	Education for All
EGR	Early Grade reading
EGRA	Early Grade Reading Assessment
MDG	Millennium Development Goals
NELP	National Early Literacy Panel
NLF	National Literacy Framework
PA	Phonemic Awareness
PLP	Primary Literacy Programme
SACMEQ	Southern African Consortium for Monitoring Education Quality
TESS	Teacher Education and Specialized Services
USAID	United States Agency for International Development

## Introduction

The National Literacy Framework (NLF) has been developed in Zambia for the first time in order to provide a strategy for literacy instruction. The Framework has been developed to guide the education community towards a national approach for the development of literacy skills. Literacy is key to achieving success in school and beyond and quality literacy instruction at the earliest years is integral to retention and achievement in later grades<sup>1</sup>. The framework aims to address those learners who have historically met barriers to learning by introducing a system that includes all children whether in community schools or public schools.

The purpose of this framework is to put literacy on the national agenda. It aims to clarify curriculum expectations and promote reading. The purpose of the framework is to ensure that learners attain skills sufficient to enable them to excel and compete on a regional and international scale.

This National Literacy Framework is based on the principles that:

1. Every learner has the right to a quality education
2. All learners, with appropriate support, can be taught to read and write
3. Reading is a foundation skill for all learning
4. Learners have the right to learn to read in one of Zambia's seven local languages

## Importance of Literacy

Literacy as defined by the Zambian National Curriculum is the ability to read and write so as to understand and communicate effectively, while language instruction, concentrates on listening and speaking. Thus Zambia has produced two documents that guide instruction, one a Language Curriculum of Instruction and the other, a Literacy Curriculum. Taken together, they serve to outline the skills and knowledge necessary for a literate primary school graduate.

Literacy is key to successful learning at school and it is an element for active participation in social, economic, cultural and political life. It is a basic tool for achieving the United Nations' Education for All (EFA) campaign and Millennium Development Goals (MDGs) by 2015.<sup>2</sup> Most importantly it provides benefits to the individual as well as society. People with higher degrees of literacy are more likely to complete their education and to obtain higher paying jobs. Increases in literacy lead to higher self-esteem and a willingness to participate in community groups. It is in the best interest of the

### MDG 2: Achieve Universal Primary Education

**Target 2.A:** *Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling*

**Target 3.A:** *Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015*

<sup>1</sup> Gove, A. & Cvelich, P. (2011). *Early Reading: Igniting Education for All. A report by the Early Grade Learning Community of Practice. Revised Edition.* Research Triangle Park, NC: Research Triangle Institute.

<sup>2</sup> [http://www.undp.org.zm/joomla/attachments/052\\_compressed%201.pdf](http://www.undp.org.zm/joomla/attachments/052_compressed%201.pdf)

individual and society to provide support to developing literacy<sup>3</sup>. We know that quality early learning is linked to positive school achievement and that these outcomes are associated with later adult productivity<sup>4</sup> Research has linked reading with school success.<sup>5</sup>

### *Why Focus on Early Grade Reading (EGR)?*

While access to schooling in low-income countries has increased dramatically following the EFA campaign and the establishment of the MDG goals, evidence indicates that student achievement is very low (World Bank, 2006) Results from Early Grade Reading Assessments (EGRA) in low-income countries show that presently, very few children can read at grade level.

Reading is a foundational skill for learning across subject areas. Children who learn to read can then *read to learn* science, social studies, math, literature, vocational subjects, and all other content areas. They can become independent learners for life. However, if children are not successful in learning to read in the early primary grades, they fall further and further behind and are likely to drop out of school. They are not likely to become independent learners.

Unlike learning to speak a language, learning to read is not a naturally-developing skill; it requires an adaptation of the brain to be able to recognize letters and words (Wolf, 2007). Carefully planned instruction is necessary; reading must be taught as a subject in schools; and time on task is essential if students are to develop the cognitive processes to become fluent readers.

Scholars in reading acquisition in multiple languages (Chiappe et al., 2002; Sprenger-Charolles, 2004); Adadzi, 2006; Linan-Thompson and Vaughn, 2007) have found that learning to decode print---that is, breaking apart or “sounding out” written words into letter sounds---can be done in almost any alphabetic language and requires five key skills, which have been endorsed by the US National Reading Panel (2000).

Skills	Descriptions
Phonemic awareness	Ability to “hear” sounds and manipulate them orally, e.g., put sounds together, break words apart into sounds, identify rhyming words, identify likenesses and differences in spoken words
Phonics	Ability to put written letters and their sounds together
Oral reading fluency	Ability to read orally with accuracy, speed and expression
Vocabulary	Ability to understand the meaning of words and use them orally and in writing
Comprehension	Ability to understand the meaning of what is read or heard

<sup>3</sup> National Institute for Literacy (2008): Scientific Synthesis of Early Literacy Development and implication for interventions, Report of the National Literacy Panel (NELP)

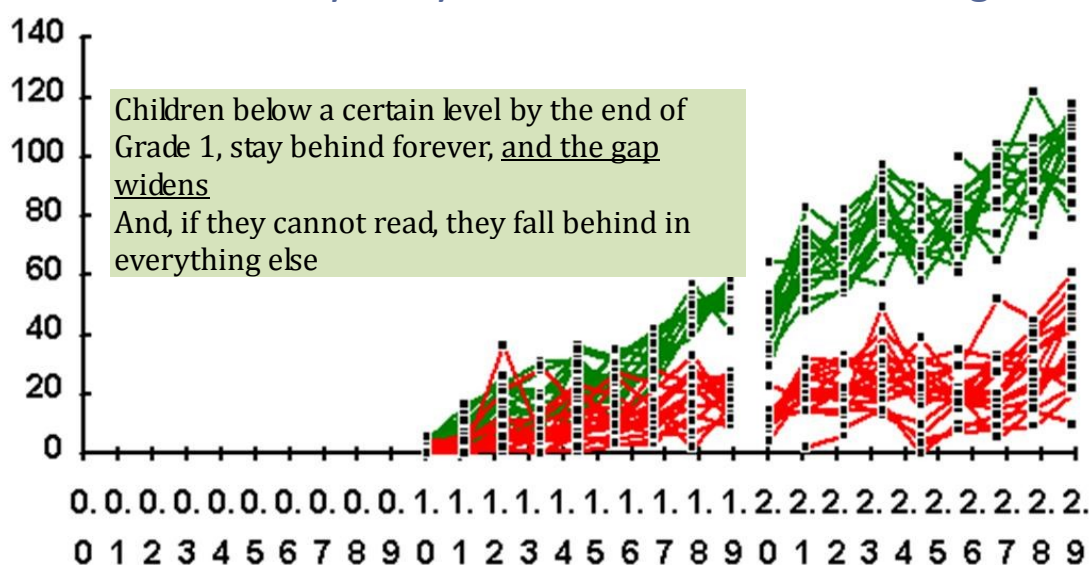
<sup>4</sup> Strickland, D & Riley-Ayers, Early Literacy: Policy and Practice in the Preschool Years, National Institute for Early Education Research (NIEER) at Rutgers University, April 2006.

<sup>5</sup> Hart, B., & Risley, T.R. (1995). Meaningful Differences in the Everyday Experience of Young American children. Baltimore, MD: Paul H. Brookes Publishing Co.

These five reading skills form the basis of daily reading instruction in effective instructional programs.

The emphasis on “early” in reading instruction is key; evidence indicates that if strong foundational reading skills are not acquired early, the gaps in reading ability and achievement grow larger over time. Stanovich (1986) called this the “Matthew Effect” in learning to read. The Matthew Effect is shown in the following graph:

### Why early? Matthew Effect in reading



Children who fall behind in learning to read typically become entangled in a cycle of failure. Low performing readers read less, and as a consequence, they do not gain vocabulary, background knowledge, and information about how reading material is structured. Children below a certain level by the end of Grade 1 are more likely to stay behind, and the gap widens. If they cannot read, they are more likely to fall behind in other subjects, repeat grades, or drop out. Therefore, it is important that children learn to read within the first few years of schooling; once they learn foundational skills, they can focus on more complex comprehension strategies and interactions with texts across subjects (Gove & Cvelich, 2011)

For many children in primary school, the language of instruction has traditionally been a different language from the one spoken in their homes. However, research shows that children learn best in their mother tongue, with a gradual transition to bilingual education. Moreover, research shows children’s ability to learn a second language (e.g., an international language) does not suffer by first learning to read in their mother tongue; literacy in one’s mother tongue develops the foundational cognitive and linguistic structures for learning additional languages more easily (Kosenen, 2005; UNESCO, 2011).

## Challenges to Literacy Instruction

Despite the importance of establishing a functional system for quality literacy instruction, there are specific challenges that may hamper implementation. Any one of these challenges is enough to diminish effectiveness and a combination of these challenges is certain to tear away at the capacity of a functional structure. There is a need to equip student teachers in colleges of education, with the skills and knowledge necessary to teach literacy in primary schools. This preparation should be strengthened through continuous professional development (CPD) through school-based programs.

Many Zambian schools have no access to reading materials. A commitment to reading includes the availability of reading resources. Libraries are just one important step toward providing adequate resources to support literacy. In order to create an enabling environment for reading it is important that schools promote the importance of caring for and keeping a wide variety of reading material. This begins with local communities. Communities can generate reading materials by codifying the wealth of oral information.

Contact time between teachers and learners has been limited. Time on task – the amount of time teachers and learners are engaged in learning – is reduced due to poor lesson planning and absenteeism. The majority of early grade instruction should be dedicated to literacy instruction. Using every hour of the school day through detailed planning and expanding the amount of time during the day will begin to address the amount of time available to learners. Planning for extra-curricular activities that engage learners in reading practice is an additional solution to provide extra learning time.

The classroom environment in many schools, provide limited opportunities to support literacy. Desks, boards, seating and storage are just some examples and these can hinder the development of literacy if they are not available in the classroom. School management teams are encouraged to develop initiatives that will provide the basic requirements important for teaching literacy.

For some time, Zambia has been using English as the medium of instruction to the disadvantage of most learners. Reading instruction is dependent on building upon a learner's knowledge of vocabulary and grammar structures from his spoken language. "When the language is familiar, it builds on existing knowledge and enables learners to express themselves and engage in discussion – thereby participating in their own learning."<sup>6</sup> As school success depends on developing one's mastery of language, children's first language is important for their overall language and cognitive development as well as their academic achievement.<sup>7</sup>

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<sup>6</sup> Sampa, F.K., Laying a Solid Foundation for learning; Developing Essential Literacy Skills in the Early Grades, 2008, presentation.

<sup>7</sup> Enhancing Learning of Children From Diverse Language Background: Mother Tongue-Based Bilingual or Multilingual Education in the Early Years, UNESCO, Ball, J, 2011

## Literacy Situation in Zambia

Zambia's aim is to increase the number of learners reading proficiently in the earliest grades. Concerns about limited reading and writing abilities in the primary and secondary grades were supported by the results from the South African Consortium for Measuring Education Quality (SACMEQ III, 2010.) Civil society and others soon pointed to the absence of a strong reading culture, where parents and children do not engage in reading as a pastime as the underlying reason for learners' poor performance on literacy assessments. In fact, there may be several reasons why learners are doing poorly. Dedicated training in literacy instruction during teacher pre-service, a curriculum focused on literacy instruction and continued support to teach reading through in-service training, a focus on developing primary language skills as well as parental and community support around reading instruction may constitute some areas where we have faltered. Many findings support the opinion that Zambian children are not gaining basic literacy skills. The baseline study of the Zambian Primary Reading Programme conducted in 1999 noted that among grade 1-6 learners that were tested, the majority of children that attempted to read, read at two grades below grade level in English and three grades below grade level in their own Zambian language. The Grade 5 National Assessment Survey for 2006 and 2008 reflected learning achievements below 40% in English and Zambian Languages (35.3 and 39.4 respectively) and this number has been stagnating since 1999. The Grade 5 National Assessment Survey and the EGRA survey, both from 2010 have shown poor reading and writing abilities among learners. The South African Consortium for Monitoring Education Quality (SACMEQ III)<sup>8</sup> noted that among Grade 6 learners that were tested in reading, 27.4% were able to read at a basic competency level.<sup>9</sup> Clearly this is an indicator that the Zambian education sector should create the environment necessary to increase learner achievement in literacy. The Primary Literacy Programme attempts to address some of these weaknesses.

It is in light of the low achievement results that the Ministry of Education Science, Vocational Training and Early Education (MESVTEE) has taken steps to improve the situation. According to the National Policy on Education, "Educating Our Future," (1996, p34) "A fundamental aim of the curriculum for lower and middle basic classes is to enable pupils to read and write clearly, correctly and confidently, in a Zambian language and in English and to acquire basic numeracy and problem solving skills. However learning to read and write in English should begin after learners have the acquired basic skills in the local language."

Low literacy levels in primary schools can be solved by scaffolding learning through instruction in local languages. This, together with a well-defined literacy teaching programme will improve results. The rationale for teaching in a local language is rooted in scientific research which supports developing a learner's language abilities – vocabulary, intrinsic knowledge of grammar rules, and uses of the his or her language, in order to develop reading and writing skills. The speed and ease at which a learner can do this in his own language far surpasses that at which a learner can in a foreign language. Additionally, learning to read hinges upon a child's confidence to learn and understand.

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<sup>8</sup> SACMEQ uses eight levels of competency; Levels 1-3:Pre-reading, Emergent, Basic, which are below competent and Levels 4-8 Reading for Meaning, Interpretive, Inferential, Analytical and Critical, which state a level of competence.

<sup>9</sup> Early Reading: Igniting Education for All: A Report by the Early Grade Learning Community of Practice, RTI, 2010

There are far more opportunities to do so in a local language. The composite knowledge of how one reads is then available to learners to use when learning new languages.

While many factors affect education quality, the language of classroom instruction fundamentally impacts whether a child is able to read and learn. “This is because learning in one’s first language is ‘essential for the initial teaching of reading.’ Children arrive on the first day of school with thousands of oral vocabulary words and considerable phonemic awareness in their mother tongue, but are unable to use and build upon their skills. Dismissing this prior knowledge, and trying to teach children to read in a language they are not accustomed to hearing or speaking, makes the teaching of reading difficult, especially in under-resourced schools in developing countries.”<sup>10</sup>

## Strategy toward a Language Policy

To support early literacy and later, English literacy instruction, MOESVTEE will introduce instruction in a local language so as to build a learners arsenal for learning read in additional languages as well as general learning.

Grade	Subject	Language of instruction
1	All	<i>Local language</i>
2	All	<i>Local Language</i>
	English	<i>Term 1; introduced as a subject, oral language</i> <i>Term 2; subject, oral language</i> <i>Term 3; subject, oral language, introducing literacy taught in English/Local Language</i>
3	All	<i>Local Language</i>
	English	<i>Subject, literacy taught in English/local language</i>
4	All	<i>Local Language</i>
	English	<i>Subject, literacy taught in the English/local language</i>
5	All	<i>English as the language of instruction</i>
	Local Language	<i>Subject</i>

## What Are the Goals of the Primary Literacy Programme?

Guided by this National Literacy framework, learners will be able to exhibit the following competencies by the end of their primary education:

<sup>10</sup> Dutcher and Tucker, 1997. The use of First and Second Languages in Education: A review of Educational Experience. Prepared for the World Bank, Pacific Islands Discussion Paper Series.

Grade	Competencies
1	<ul style="list-style-type: none"> <li>– Show skills of reading initial sounds i.e. letters, syllables and word.</li> <li>– Demonstrate basic skills in reading and writing common words and simple sentences.</li> </ul>
2	<ul style="list-style-type: none"> <li>– Demonstrate basic skills in reading and writing short paragraphs</li> <li>– Show understanding of short written text</li> </ul>
3	<ul style="list-style-type: none"> <li>– Writing legibly and neatly in script and cursive forms.</li> <li>– Communicating in speech in different situations.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Demonstrate basic skills and knowledge to: <ul style="list-style-type: none"> <li>○ Retell a read story</li> <li>○ Punctuate simple sentences and short paragraphs</li> <li>○ Describe various activities, objects, places, actions and simple processes.</li> </ul> </li> </ul>
5	<ul style="list-style-type: none"> <li>– Demonstrate skills and knowledge to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing at this level.</li> <li>– Demonstrate ability to read with steady and clear comprehension.</li> </ul>
6	<ul style="list-style-type: none"> <li>– Demonstrate skills and knowledge to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing at this level.</li> <li>– Demonstrate ability to read with steady and clear comprehension.</li> </ul>
7	<ul style="list-style-type: none"> <li>– Demonstrate high level skills, knowledge and values in a Zambian Language to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.</li> <li>– Demonstrate high level skills, knowledge and values by integrating life skills in academic and challenges in life while at this level and the other levels.</li> </ul>

## Teaching Early Grades Literacy and Language

Based on this Framework, an Approach to Early Grade Literacy in Grades 1-7 was designed. This approach incorporates the nine components of reading presented by the Framework as important to successful readers: 1) Pre-reading and pre-writing, 2) Sounds -- Phonemic Awareness; 3) Phonics; 4) Words; 5) Sentences; 6) Comprehension; 7) Writing; 8) Punctuation; and 9) Fluency. Taken together these components will build a learners ability to read, write, speak and listen – all necessary for literacy competencies.

In the first term of the first year, teachers will concentrate on developing Pre-reading and pre-writing Skills. This means that teachers will dedicate time to reading to students, conducting *Read Alouds*, and guiding learners to write in response to reading and speaking. This stage will have as its objectives, developing a sense of the written word, introducing new vocabulary, identifying patterns in each language and an overall greater facility with one's local language. In terms 2 and 3 of year one, literacy instruction will transition to teaching letter sounds, sound blends and syllables in a progression

to teaching the components of language. Teaching pre-reading skills and teaching sounds through both phonemic awareness and phonics should be taught daily as a foundation for building reading skills. A direct instruction, synthetic approach to teaching phonics, in which learners are taught letter sounds in a sequence of most frequently used sounds in their language characterizes the first year of instruction. Blending known letters to form syllables, syllables to form words and words to form sentences will form the progression of literacy instruction. Literacy instruction will be based on providing opportunities for children to practice reading common words in sentences and increasing their oral reading fluency. Throughout this phase, teachers will continue to read to learners as learners acquire basic reading skills. It is suggested that phonemic awareness (defined as the ability to listen to, recognize and manipulate the sounds of the oral language) and phonics (sound/letter relationships) be taught every day in the initial stage following pre-reading and pre-writing. After all the initial sounds in a particular language have been taught, phonemic awareness and phonics should be used for review and remediation as needed, until children can decode new words with ease. At this point, learners will acquire skills to combine vowel sounds and consonant sounds to form syllables; combine vowel sounds and syllables to form words and use the words to form sentences and read them.

Since the goal of the Primary Literacy Programme (PLP) for Zambia is for learners to be able to read simple sentences by the end of Grade 1, sounds will be taught systematically while insuring that all learners acquire the knowledge before moving to the next lesson. (For the schedule of letter sounds frequencies, see appendix.)

## Approach to Teaching Early Grade Reading

The approach to teaching literacy follows internationally recognized methods that include teaching the component skills that are required for reading and writing. *In almost every alphabetical language in which print can be decoded into sounds, being able to read well requires a grasp of five basic skills... phonemic awareness, phonics, fluency, vocabulary and comprehension. (Jiminez and O'Shanahan Juan, 2008)* This points to the fact that literacy broadly encompasses a combination of abilities, which when integrated by the learner, make for an effectively literate individual.

## Reading Skills

Effective reading instruction is based on using both macro and micro approaches. At once, teaching explicit skills and dissecting the language to its basic elements. In order to teach reading, teachers and learners must become familiar with the practice of reading: Teachers must read all types of text, including books and short pieces of writing. Teachers must talk about what they read and draw learners in to what they are reading and what they are thinking by asking questions. This step precedes skill building and endures while building knowledge of component skills including;

Phonemic awareness

Phonics

Fluency

Comprehension

Vocabulary

### Phonemic Awareness

Phonemic Awareness (PA) is the knowledge that words are made up of different sounds and that these sounds can be put together to make words. Therefore, we can call it “sound awareness”. Sound awareness is important to teach reading and writing. It is a listening skill. Teachers should recognize that phonemic awareness is a means rather than an end, important only in helping learners understand and use the alphabet to read and write<sup>11</sup>

### Phonics

In the new literacy instructional techniques, teachers will teach letter sounds. Referring to letter names will be eliminated so as not to confuse the sound of the letter name with the letter sound.

### Fluency

Fluency is the effortless, automatic ability to read words in connected text. A fluent reader reads with expression and appropriate inflection. Fluent reading means a learner is reading text accurately and at a sufficient pace so that comprehension is not impeded. Learners should be taught explicitly to read fluently. Fluency instruction means attention to four elements: accuracy, rate, prosody, and meaning.

### Comprehension

Comprehension is what separates simple decoding of text from actual reading. Being able to derive meaning from the words and the concepts they convey is the reason we read. However, explicit formal instruction in a variety of comprehension techniques has been shown to be highly effective at helping learners improve their reading comprehension. Comprehension begins for emergent readers when they are read to repeatedly. They learn the flow and structure of stories (beginning, middle and end) and the patterns of an unfolding plot.

### Vocabulary

In order to develop vocabulary learners should understand (receptive) and use (expressive) words to acquire and convey meaning. Vocabulary knowledge is a key component of reading comprehension.

### Writing

Writing is a key component of literacy instruction. Learners should be encouraged to write freely in the initial stages – drawing pictures, shapes and approximating spellings. Teachers should be trained to recognize that

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<sup>11</sup> Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, National Reading Panel, Executive Summary, 2000

there are different stages of writing; emerging, pictorial, pre-communicative, semi-phonetic, phonetic, transitional, traditional, and encourage children to move gradually from one stage to the next.

### Punctuation

As learners begin to use simple words and translate oral words into written words, they will develop the need to use punctuation. Punctuation follows a general progression, for example, margins, capital and small letters, full stop, question marks, commas, exclamation marks.

### Oral Language Development

Developing oral language vocabulary contributes significantly<sup>12</sup> to literacy. Additionally, research shows that early vocabulary acquisition, or the number of words a child has in their working vocabulary greatly impacts reading success or difficulties<sup>13</sup> and that this further impacts success in school. Given the broad differences among families that are touched by the Government of Zambia's literacy framework, teachers have a responsibility to increase children's oral language.

### Conclusions

It is hoped that the National Literacy Framework will be a useful tool. It is a basis for improving learner achievements in reading and writing and diminishing the delay learners have experienced when acquiring literacy skills. *It is important to lay a solid foundation for literacy ... because the trajectory of a child's reading progress at the end of the first grade holds fairly steady during the course of primary school: A poor reader in first grade continues to be a poor reader in fourth grade: Just as a good reader in first grade continues to be a good reader in fourth grade – unless instruction is improved. (Juel 1998)* This concerted effort will, in the end promote quicker and easier attainment of literacy skills. Gathering the best practices from the international reading community, together with a multi-leveled efforts and a realization that literacy is crucial to improving education in Zambia, we believe that progress will be made.

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<sup>12</sup> Timothy Shanahan, Ph.D., and Christopher J. Lonigan, Ph.D., edit. Early Childhood Literacy: The National Early Literacy Panel and Beyond, available from Brookes Publishing Co., National Early Literacy Panel (NELP).

<sup>13</sup> Hart, B., & Risley, T.R. (1995). Meaningful Differences in the Everyday Experience of Young American Children. Baltimore, MD: Paul H. Brookes Publishing Co.

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# Appendices

## Appendix I: Framework for Literacy Instruction for grades 1-4

### TEACHING LITERACY CONTENT FOR EARLY GRADES

SN	COMPONENT	SKILLS/KNOWLEDGE TO TEACH
1	<b>Pre-reading</b>	<ul style="list-style-type: none"> <li>• Listening to stories</li> <li>• Participating in discussion</li> <li>• Talking about reading material</li> <li>• Identifying parts of a book, a text (article, story card) or a poem</li> <li>• Identifying reasons for reading</li> <li>• Direction - Left to right eye movement, top - down</li> <li>• Good reading habits for beginners</li> <li>• Visual discrimination</li> <li>• Read/ interpret pictures,</li> <li>• Oral activities – story telling, song, rhyme, tongue twisters</li> </ul>
2	<b>Sounds</b>	<p><b>Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>• segment words into syllables</li> <li>• Identify initial, middle and end sounds</li> <li>• Delete sounds (initial, middle and end)</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Identify letter sounds,</li> <li>• Identify sounds represented by a combination of letters (e.g. nd, nk, nkhw)</li> <li>• Identify syllables,</li> <li>• Form syllables</li> <li>• Form words using phonemes and syllables</li> <li>• Blend letter sounds,</li> <li>• Combine syllables to form words,</li> <li>• Identify words differentiated by vowel length</li> </ul>
3	<b>Words</b>	<ul style="list-style-type: none"> <li>• Word formation using letters and syllables</li> </ul>
4	<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Construct sentences of varying difficulty</li> <li>• Knowledge of word boundary</li> </ul>
5	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Identify and express the main idea of a piece of writing</li> <li>• Locate details in a passage</li> <li>• Identify and recall in chronological order a series of events in a passage or story</li> <li>• Deduce the meaning of unfamiliar words</li> <li>• Draw inferences from written material</li> <li>• Describe the feelings, qualities and motives of a character in a story</li> </ul>
6	<b>Writing</b>	<ul style="list-style-type: none"> <li>• Ability to draw different shapes of letters</li> <li>• Ability to form letters</li> <li>• Ability to relate sounds and words to written conventions</li> <li>• Ability to spell words</li> <li>• Ability to write legibly (Handwriting)</li> <li>• Ability to manipulate fingers and hands (Fine motor skills)</li> <li>• Sitting Posture when writing including holding a pencil</li> <li>• Ability to write freely or with guidance to communicate ideas</li> </ul>
7	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Using proper layout -- indentations, spacing, stanza form for songs and poetry</li> <li>• Using capital letter properly : first word in a sentence and proper names</li> <li>• Ability to identify and use punctuation marks to express different thoughts and feelings in reading and writing.</li> </ul>
8	<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Ability to read words in rapid succession</li> <li>• Ability to read a series of sounds in succession</li> <li>• Reading at a pace sufficient for comprehension</li> <li>• Reading with expression to convey meaning</li> <li>• Ability to read according to different texts</li> </ul>
		<ul style="list-style-type: none"> <li>•</li> </ul>

## Appendix II: Scope and Sequence Chart for Early Grades literacy contents

The Zambia National Literacy Framework is a guiding document for literacy instruction. It lays out the educational objectives for each stage of literacy acquisition, the expectations for those teaching reading skills and the expectations for those engaged in learning. A learner may enter at any point along the scale of literacy ability and should be accepted as having the needs established at that stage. The teacher should take into consideration that grade and age play a limited role in instruction and that learners come to school with a set of abilities, not necessarily matched to their grade level.

SN	COMPONENT	KNOWLEDGE/SKILLS			
		Foundation	Early Primary	Lower Primary	
		GRADE 1	GRADE 2	GRADE 3	GRADE 4
	<b>PRE-READING</b>	<ol style="list-style-type: none"> <li>1. Listens to and appreciates stories</li> <li>2. Plays games to practice left to right eye movement and top-down</li> <li>3. Reads/interprets pictures</li> <li>4. Carry out a variety of visual discrimination exercises involving letters, shapes and objects</li> <li>5. Tell stories, sing, repeat rhymes</li> <li>6. Good reading habits</li> </ol>			
	<b>SOUNDS</b>	<u>Phonemic Awareness</u> <ol style="list-style-type: none"> <li>1. Identifies different sounds in a particular language</li> <li>2. Manipulates different sounds</li> <li>3. Distinguishes different sounds</li> </ol>			
		<u>Phonics</u> <ol style="list-style-type: none"> <li>1. Combines letters to form syllables and words</li> <li>2. Blends sounds represented by more than one letter</li> </ol>	<ol style="list-style-type: none"> <li>1. Blends sounds represented by more than one letter</li> </ol>		

	<b>WORDS</b>	<ol style="list-style-type: none"> <li>1. Builds words from syllables</li> <li>2. Uses Word boundaries to recognize words</li> <li>3. Uses known words and attempts at spelling words to communicate ideas.</li> <li>4. Recognizes simple words</li> </ol>	<ol style="list-style-type: none"> <li>1. Expands vocabulary through classroom reading and talk</li> <li>2. Acquires 100 new vocabulary and spelling words</li> </ol>	<ol style="list-style-type: none"> <li>1. Acquires 200 new vocabulary and spelling words</li> </ol>	<ol style="list-style-type: none"> <li>1. Acquires 200 new vocabulary and spelling words</li> </ol>
	<b>SENTENCES</b>	<ol style="list-style-type: none"> <li>1. Constructs simple sentences using words</li> <li>2. Constructs complex sentences using words and phrases</li> </ol>	<ol style="list-style-type: none"> <li>1. Constructs compound sentences</li> <li>2. Constructs complex sentences and phrases</li> </ol>	<ol style="list-style-type: none"> <li>1. Use sentences to build paragraphs; introductory sentence, closing sentence, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Perfects use of sentences to build paragraphs; introductory sentence, closing sentence, etc.</li> </ol>
	<b>READING</b>	<ul style="list-style-type: none"> <li>• Reads pictures</li> <li>• Reads own writing</li> <li>• Tracks across a page while a reader (teacher) reads</li> <li>• Reads short text containing familiar one and two syllable words with picture support</li> <li>• Asks questions about stories</li> <li>• Can retell stories in own words</li> </ul>	<ul style="list-style-type: none"> <li>• Reads own writing</li> <li>• Able to decode text containing all sounds and blends contained in local language</li> <li>• Reads stories with one and two syllable words</li> <li>• Reads books with several short sentences (5-10) per page</li> <li>• Can summarize stories using only key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Reads own writing fluently</li> <li>• Can summarize longer stories of 10-50 pages</li> <li>• Reads aloud</li> <li>• Reads silently</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud</li> <li>• Reads silently</li> <li>• Thinks critically about characters and setting</li> </ul>
	<b>COMPREHENSION</b>	<ul style="list-style-type: none"> <li>• Identifies and express the main idea of a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and recall in chronological order a series of</li> </ul>	<ul style="list-style-type: none"> <li>• Deduces the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Draws inferences from written material</li> </ul>

		<ul style="list-style-type: none"> <li>• Locates details in a passage</li> <li>• Identifies characters in a story</li> <li>• With help can identify the setting</li> </ul>	<ul style="list-style-type: none"> <li>• events in a passage or story</li> <li>• Identifies and express the main idea of a piece of writing</li> <li>• Locates details in a passage</li> <li>• Introduced to the difference between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and express the main idea of a piece of writing</li> <li>• Locates details in a passage</li> <li>• Can differentiate between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the feelings, qualities and motives of a character in a story</li> <li>• Identifies and express the main idea of a piece of writing</li> <li>• Locates details in a passage</li> </ul>
	<b>HANDWRITING</b>	<ol style="list-style-type: none"> <li>1. Demonstrates correct posture when writing.</li> <li>2. Holds pencil correctly.</li> <li>3. Copies shapes and patterns correctly.</li> <li>4. Copies different shapes of letters correctly.</li> <li>5. Writes words legibly in manuscript form.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write words legibly in manuscript form.</li> <li>2. Spaces words so as to differentiate one word from another</li> </ol>	<ol style="list-style-type: none"> <li>1. Write words legibly in manuscript form</li> </ol>	<ol style="list-style-type: none"> <li>1. Write words legibly in manuscript form and introduces cursive (d, h, l, m, n).</li> </ol>

### *APPENDIX III: Illustration of Approach to Teaching Early Grade Reading*

#### **I-II. Phonemic Awareness & Phonics**

1. Teach the vowels first: /a/, /e/, /i/, /e/, /u/ Use a key picture for each (drawing).
2. Teach one frequently-used consonant at a time in conjunction with the vowels:  
[mM] ma me mi mo mu  
Phonemic awareness - Start with /ma/ /me / /mi/ /mo/ /mu/, then ask, “What is the sound you hear at the beginning of /ma/?”  
Learners respond, “/m/.”
3. Blend sounds /a/, /e/, /i/, /e/, /u/ and syllables /ma/ /me / /mi/ /mo/ /mu/ to form words:  
mama, uma, mu
4. Review all above but change order, eg, /mu/ /me/ /a/ /mi/ /u/ etc. using flash cards or the chalkboard. Write letters.
5. Repeat with another common consonant:  
[k K] ka ke ki ko ku  
Words: ku, koma, ake, ka (+more)  
[t T] ta te ti to tu  
tama, ikata, tata, teta, atate, moto, kuti (+more)

## Appendix IV: Weekly Schedule

LUNDA	Term 1 - Weekly Schedule					LUNDA
	Monday	Tuesday	Wednesday	Thursday	Friday	
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading	
Week 2	Letter sound <b>a A</b>	Letter sound <b>e E</b>	Letter sound <b>i I</b>	Letter sound <b>o O</b>	Letter sound <b>u U</b>	
Week 3	Introduce letter sound <b>n N</b>	Revise letter sound <b>n N</b>	Introduce letter sound <b>k K</b>	Revise letter sound <b>k K</b>	Revise work done <b>n N, k K</b>	
Week 4	Introduce letter sound <b>m M</b>	Revise letter sound <b>m M</b>	Introduce letter sound <b>h H</b>	Revise letter sound <b>h H</b>	Revise work done <b>m M, h H,</b>	
Week 5	Introduce letter sound <b>w W</b>	Revise letter sound <b>w W</b>	Revise work done <b>n, k, m, h, w</b>	Assessment and Remediation		
Week 6	Introduce letter sound <b>t T</b>	Revise letter sound <b>t T</b>	Introduce letter sound <b>y Y</b>	Revise letter sound <b>y Y</b>	Revise work done <b>t T, y Y</b>	
Week 7	Introduce letter sound <b>ñ Ñ</b>	Revise letter sound <b>ñ Ñ</b>	Introduce letter sound <b>d D</b>	Revise letter sound <b>d D</b>	Revise work done <b>ñ Ñ, d D</b>	
Week 8	Introduce letter sound <b>p P</b>	Revise letter sound <b>p P</b>	Introduce letter sound <b>z Z</b>	Revise letter sound <b>p P</b>	Revise work done <b>p P, z Z</b>	
Week 9	Introduce letter sound <b>f F</b>	Revise letter sound <b>f F</b>	Introduce letter sound <b>s S</b>	Revise letter sound <b>s S</b>	Revise work done <b>f F, s S</b>	
Week 10	Introduce letter sound <b>v V</b>	Revise letter sound <b>v V</b>	Revise work done <b>p, z, f, s, v</b>	Assessment and Remediation		
Week 11	Introduce letter sound <b>j J</b>	Revise letter sound <b>j J</b>	Introduce letter sound <b>b B</b>	Revise letter sound <b>b B</b>	Revise work done <b>j J, b B</b>	
Week 12	Introduce letter sound <b>l L</b>	Revise letter sound <b>l L</b>	Introduce letter sound <b>ch CH</b>	Revise letter sound <b>ch, CH</b>	Revise work done <b>l L, ch CH</b>	
Week 13	End of Term Assessment, <b>22 sounds</b>					
LUNDA	Term 2 - Weekly Schedule					LUNDA
	Monday	Tuesday	Wednesday	Thursday	Friday	
Week 1	Introduce letter sound <b>nd ND</b>	Revise letter sound <b>nd ND</b>	Introduce letter sound <b>nk NK</b>	Revise letter sound <b>nk NK</b>	Revise <b>nd ND, nk NK</b>	
Week 2	Introduce letter sound <b>nj NJ</b>	Revise letter sound <b>nj NJ</b>	Introduce letter sound <b>nz NZ</b>	Revise letter sound <b>nz NZ</b>	Revise <b>nj NJ, nz NZ</b>	

Week 3	Introduce letter sound <b>nv</b> <b>NV</b>	Revise letter sound <b>nv</b> <b>NV</b>	Introduce letter sound <b>nf</b> <b>NF</b>	Revise letter sound <b>nf</b> <b>NF</b>	Revise <b>nv</b> <b>NV</b> , <b>nf</b> <b>NF</b>
Week 4	Introduce letter sound <b>nw</b> <b>NW</b>	Revise letter sound <b>nw</b> <b>NW</b>	Introduce letter sound <b>ny</b> <b>NY</b>	Revise letter sound <b>ny</b> <b>NY</b>	Revise work done <b>nw</b> <b>NW</b> , <b>ny</b> <b>NY</b>
Week 5	Introduce letter sound <b>ng</b> <b>NG</b>	Revise letter sound <b>ng</b> <b>NG</b>	Revise work <b>nd, nk, nj, nz</b> <b>,nv,nf nw,ny,ng</b>	Assessment and Remediation	
Week 6	Introduce letter sound <b>mb</b> <b>MB</b>	Revise letter sound <b>mb</b> <b>MB</b>	Introduce letter sound <b>mp</b> <b>MP</b>	Revise letter sound <b>mp</b> <b>MP</b>	Revise work done <b>mb</b> <b>MB</b> , <b>mp</b> <b>MP</b>
Week 7	Introduce letter sound <b>ns</b> <b>NS</b>	Revise letter sound <b>ns</b> <b>NS</b>	Introduce letter sound <b>nt</b> <b>NT</b>	Revise letter sound <b>nt</b> <b>NT</b>	Revise <b>ns</b> <b>NS</b> , <b>nt</b> <b>NT</b>
Week 8	Introduce letter sound <b>mw</b> <b>MW</b>	Revise letter sound <b>mw</b> <b>MW</b>	Introduce letter sound <b>fw</b> <b>FW</b>	Revise letter sound <b>fw</b> <b>FW</b>	Revise <b>mw</b> <b>MW</b> , <b>fw</b> <b>FW</b>
Week 9	Introduce letter sound <b>kw</b> <b>KW</b>	Revise letter sound <b>kw</b> <b>KW</b>	Introduce letter sound <b>sh</b> <b>SH</b>	Revise letter sound <b>sh</b> <b>SH</b>	Revise <b>kw</b> <b>KW</b> <b>sh</b> <b>SH</b>
Week 10	Introduce letter sound <b>sw</b> <b>SW</b>	Revise letter sound <b>sw</b> <b>SW</b>	Revise <b>sw, mb, mp, ns, nt,</b> <b>mw ,fw,kw ,sh</b>	Assessment and Remediation	
Week 11	Introduce letter sound <b>bw</b> <b>BW</b>	Revise letter sound <b>bw</b> <b>BW</b>	Introduce letter sound <b>zw</b> <b>ZW</b>	Revise letter sound <b>bw</b> <b>BW,zw ZW</b>	Revise work done <b>bw</b> <b>BW</b> , <b>zw</b> <b>ZW</b>
Week 12	Introduce letter sound <b>pw</b> <b>PW</b>	Revise letter sound <b>pw</b> <b>PW</b>	Introduce letter sound <b>zh</b> <b>ZH</b>	Revise letter sound <b>pw</b> <b>PW</b> , <b>zh ZH</b>	Revise work done <b>pw</b> <b>PW</b> , <b>zh</b> <b>ZH</b>
Week 13	End of Term Assessment, <b>22 sound blends</b>				
LUNDA	Term 3 - Weekly Schedule LUNDA				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Week 1	Introduce letter sound <b>tw</b> <b>TW</b>	Revise letter sound <b>tw</b> <b>TW</b>	Introduce letter sound <b>hw</b> <b>HW</b>	Revise letter sound <b>hw</b> , <b>HW</b>	Revise work done <b>tw</b> <b>TW</b> , <b>hw</b> <b>HW</b>
Week 2	Introduce letter sound <b>ñw</b> <b>ÑW</b>	Revise letter sound <b>ñw</b> <b>ÑW</b>	Introduce letter sound <b>vw</b> <b>VW</b>	Revise letter sound <b>vw</b> <b>VW</b>	Revise work done <b>ñw</b> <b>ÑW</b> , <b>vw</b> <b>VW</b>
Week 3	Introduce letter sound <b>lw</b> <b>LW</b>	Revise letter sound <b>lw</b> <b>LW</b>	Introduce letter sound <b>nl</b> <b>NL</b>	Revise letter sound <b>nl</b> <b>NL</b>	Revise work done <b>lw</b> <b>LW</b> , <b>nl</b> <b>NL</b>
Week 4	Introduce letter sound <b>mbw</b> <b>MBW</b>	Revise letter sound <b>mbw</b> <b>MBW</b>	Introduce letter sound <b>mpw</b> <b>MPW</b>	Revise letter sound <b>mpw</b> <b>MPW</b>	Revise work done <b>mbw</b> <b>MBW</b> <b>mpw</b> <b>MPW</b>

Week 5	Introduce letter sound nvw NVW	Revise letter sound nvw NVW	Revise work done nvw NVW	Assessment and Remediation	
Week 6	Introduce letter sound nsw NSW	Revise letter sound nsw NSW	Introduce letter sound ntw NTW	Revise letter sound ntw NTW	Revise work done nsw NSW ,ntw NTW
Week 7	Introduce letter sound nkw NKW	Revise letter sound nkw,NKW	Introduce letter sound nch NCH	Revise letter sound nch NCH	Revise work done nkw NKW ,nch NCH
Week 8	Introduce letter sound nfw NFW	Revise letter sound nfw NFW	Introduce letter sound nzw NZW	Revise letter sound nzw NZW	Revise work done nfw NFW
Week 9	Introduce letter sound nzh NZH	Revise letter sound nzh NZH	Introduce letter sound ndw NDW	Revise letter sound ndw NDW	Revise work done nzh NZH,ndw NDW,
Week 10	Introduce letter sound nsh NSH	Revise letter sound nsh NSH	Revise work done	Assessment and Remediation	
Week 11	Introduce letter sound 64	Revise letter sound 65	Introduce letter sound 66	Revise letter sound 66	Revise work done
Week 12	Introduce letter sound 67	Revise letter sound 67	Introduce letter sound 68	Revise letter sound 68	Revise work done
Week 13	End of Term Assessment <b>18 sound blends</b>				

LUVALE: Themu 1 – Walo waChalumingo hichalumingo *Note: for Friday revisions, select which sounds to revise					
	Mande	Chivali	Chitatu	Chiwana	Chitanu
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading
Week 2	Letter sound <b>a A</b>	Letter sound <b>e E</b>	Letter sound <b>i I</b>	Letter sound <b>oO</b>	Letter sound <b>u U</b>
Week 3	Introduce letter sound <b>n N</b>	Revise letter <b>n N</b>	Introduce letter sound <b>k K</b>	Revise letter sound <b>k K</b>	*Revise work done <b>a, e, i, o, u, n, k</b>
Week 4	Introduce letter sound <b>kh KH</b>	Revise letter sound <b>kh KH</b>	Introduce letter sound <b>m M</b>	Revise letter sound <b>m M</b>	Revise <b>a, e, i, o, u, n, k, kh, m</b>
Week 5	Introduce letter sound <b>l L</b>	Revise letter sound <b>l L</b>	Revise <b>a, e, i, o, u, n, k, kh, m, l</b>	Assessment and Remediation <b>a, e, i, o, u, n, k, kh, m, l</b>	
Week 6	Introduce letter sound <b>h H</b>	Revise letter sound <b>h H</b>	Introduce letter sound <b>w W</b>	Revise letter sound <b>w W</b>	Revise <b>a, e, i, o, u, n, k, kh, m, h, w</b>
Week 7	Introduce letter sound <b>t T</b>	Revise letter sound <b>t T</b>	Introduce letter sound <b>th TH</b>	Revise letter sound <b>th TH</b>	Revise work done <b>a, e, i, o, u, n, k, kh, m, h, w, t, th</b>
Week 8	Introduce letter sound <b>v V</b>	Revise letter sound <b>v V</b>	Introduce letter sound <b>y Y</b>	Revise letter sound <b>a, e,i, o,u, n, k, kh, m, h, w, t, th</b>	Revise work done <b>a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y</b>
Week 9	Introduce letter sound <b>ny NY</b>	Revise letter sound <b>ny NY</b>	Introduce letter sound <b>s S</b>	Revise letter sound <b>s S</b>	Revise work done <b>a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s</b>
Week 10	Introduce letter sound <b>ng NG</b>	Revise letter sound <b>ng NG</b>	Revise work done <b>a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng</b>	Assessment and Remediation <b>a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng</b>	
Week 11	Introduce letter sound <b>j J</b>	Revise letter sound <b>j J</b>	Introduce letter sound <b>nj NJ</b>	Revise letter sound <b>nj NJ</b>	Revise work done <b>a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj</b>
Week 12	Introduce letter sound <b>ch CH</b>	Revise letter sound <b>ch CH</b>	Introduce letter sound <b>mb MB</b>	Revise letter sound <b>mb MB</b>	Revise work done <b>a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb</b>
Week 13	End of Term Assessment (use EGRA tasks) <b>a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb; 23 sounds (blends and letters)</b>				
LUVALE Term 2 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound <b>p P</b>	Revise letter sound <b>p P</b>	Introduce letter sound <b>ph PH</b>	Revise letter sound <b>ph PH</b>	Revise <b>a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny,</b>

					s, ng, j, nj, ch, mb
Week 2	Introduce letter sound <b>z Z</b>	Revise letter sound <b>z Z</b>	Introduce letter sound <b>nd ND</b>	Revise letter sound <b>nd ND</b>	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd
Week 3	Introduce letter sound <b>f F</b>	Revise letter sound <b>f F</b>	Introduce letter sound <b>sh SH</b>	Revise letter sound <b>sh SH</b>	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh
Week 4	Introduce letter sound <b>fw FW</b>	Revise letter sound <b>fw FW</b>	Introduce letter sound <b>kw KW</b>	Revise letter sound <b>kw KW</b>	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw
Week 5	Introduce letter sound <b>lw LW</b>	Revise letter sound <b>lw LW</b>	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, lw	Assessment and Remediation a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw	
Week 6	Introduce letter sound <b>mw MW</b>	Revise letter sound <b>mw MW</b>	Introduce letter sound <b>nw NW</b>	Revise letter sound <b>nw NW</b>	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, lw, mw, nw
Week 7	Introduce letter sound <b>pw PW</b>	Revise letter sound <b>pw PW</b>	Introduce letter sound <b>sw SW</b>	Revise letter sound <b>sw SW</b>	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, pw, sw
Week 8	Introduce letter sound <b>tw TW</b>	Revise letter sound <b>tw TW</b>	Introduce letter sound <b>vw VW</b>	Revise letter sound <b>vw VW</b>	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw
Week 9	Introduce letter sound <b>zw ZW</b>	Revise letter sound <b>zw ZW</b>	Introduce letter sound <b>hw HW</b>	Revise letter sound <b>hw HW</b>	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw
Week 10	Introduce letter sound <b>hy HY</b>	Revise letter sound <b>hy HY</b>	Revise a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw,	Assessment and Remediation a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy	

			hy		
Week 11	Introduce letter sound ly LY	Revise letter sound ly LY	Introduce letter sound my MY	Revise letter sound my MY	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my
Week 12	Introduce letter sound py PY	Revise letter sound py PY	Introduce letter sound vy VY	Revise letter sound vy VY	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy
Week 13	End of Term Assessment a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy ly, my, py, vy, , 22 sounds				
LUVALE Term 3 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound mbw MBW	Revise letter sound mbw MBW	Introduce letter sound ngw NGW	Revise letter sound ngw NGW	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw
Week 2	Introduce letter sound phy PHY	Revise letter sound phy PHY	Introduce letter sound mby MBY	Revise letter sound mby MBY	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby
Week 3	Introduce letter sound mpy MPY	Revise letter sound mpy MPY	Introduce letter sound ndw NDW	Revise letter sound ndw NDW	Revise work done a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby, mpy, ndw

Week 4	Introduce letter sound <b>phw</b> <b>PHW</b>	Revise letter sound <b>phw</b> <b>PHW</b>	Consolidate (i) <b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading (ii) <b>Writing skills:</b> continue to use sounds, blends and syllables for independent writing and guided writing	Revise work done <b>a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby, mpy, ndw, phw</b>
Week 5	Consolidate i. <b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading ii. <b>Writing skills:</b> continue to use sounds, blends and syllables for independent writing and guided writing			Assessment and Remediation
Week 6	Consolidate i. <b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading ii. <b>Writing skills:</b> continue to use sounds, blends and syllables for independent writing and guided writing			Revise work done
Week 7	Consolidate i. <b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading ii. <b>Writing skills:</b> continue to use sounds, blends and syllables for independent writing and guided writing			Revise work done
Week 8	Consolidate i. <b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading ii. <b>Writing skills:</b> continue to use sounds, blends and syllables for independent writing and guided writing			Revise work done
Week 9	Consolidate i. <b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading ii. <b>Writing skills:</b> continue to use sounds, blends and syllables for independent writing and guided writing			Revise work done
Week 10	Consolidate i. <b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading ii. <b>Writing skills:</b> continue to use sounds, blends and syllables for independent writing and guided writing			Assessment and Remediation
Week 11	Consolidate i. <b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading ii. <b>Writing skills:</b> continue to use sounds, blends and syllables for independent writing and guided writing			Revise work done
Week 12	Consolidate i. <b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading ii. <b>Writing skills:</b> continue to use sounds, blends and syllables for independent writing and guided writing			Revise work done

Week 13

End of Term Assessment a, e, i, o, u, n, k, kh, m, h, w, t, th, v, y, ny, s, ng, j, nj, ch, mb, z, nd, f, sh, fw, kw, tw, vw, zw, hw, hy, ly, my, py, vy, mbw, ngw, phy, mby, mpy, ndw, phw; Reading skills, Writing skills, 7 sounds

Kiikaonde Term 1 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading
Week 2	Sound <b>a A</b>	Sound <b>e E</b>	Sound <b>i I</b>	Sound <b>o O</b>	Sound <b>u U</b>
Week 3	Introduce sound <b>l L</b>	Revise sound <b>l L</b>	Introduce sound <b>k K</b>	Revise sound <b>k K</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu   ll kk</b>
Week 4	Introduce sound <b>n N</b>	Revise sound <b>n N</b>	Introduce sound <b>b B</b>	Revise sound <b>b B</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu   nN bB</b>
Week 5	Introduce sound <b>s S</b>	Revise sound <b>s S</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu nN bB sS</b>	Assessment and Remediation <b>aA eE iI oO uU</b> <b>aa ee ii oo uu</b> <b>lL kK nK bB sS</b>	
Week 6	Introduce sound <b>m M</b>	Revise sound <b>m M</b>	Introduce sound <b>t T</b>	Revise sound <b>t T</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu sS mM tT</b>
Week 7	Introduce sound <b>p P</b>	Revise sound <b>p P</b>	Introduce sound <b>w W</b>	Revise sound <b>w W</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu pP wW</b>
Week 8	Introduce sound <b>y Y</b>	Revise sound <b>y Y</b>	Introduce   sound <b>h H</b>	Revise sound <b>h H</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu yY hH</b>
Week 9	Introduce sound <b>j J</b>	Revise sound <b>j J</b>	Introduce sound <b>f F</b>	Revise sound <b>f F</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu jJ fF</b>
Week 10	Introduce   sound <b>d D</b>	Revise sound <b>d D</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu jJ fF dD</b>	Assessment and Remediation <b>a e i o u       aa ee ii oo uu</b> <b>kw KW ky KY</b>	
Week 11	Introduce sound <b>v V</b>	Revise sound <b>v V</b>	Introduce sound <b>ñ Ñ</b>	Revise   sound <b>ñ Ñ</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu   vV ñÑ</b>
Week 12	Introduce sound <b>lw LW</b>	Revise   sound <b>lw LW</b>	Introduce sound <b>ly LY</b>	Revise   sound <b>ly LY</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu   lw LW ly LY</b>
Week 13	End of Term Assessment <b>a e i o u       aa ee ii oo uu</b> <b>21 letter sounds and 2 sound blends</b> <b>iL kK nN bB sS       mM tT pP wW yY       hH jJ fF dD vV ñÑ zZ lw LW ly LY</b>				
KIikaONDE Term 2 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce sound <b>kw KW</b>	Revise sound <b>kw KW</b>	Introduce sound <b>ky KY</b>	Revise sound <b>ky KY</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu</b>

					<b>kw KW ky KY</b>
Week 2	Introduce sound <b>ch CH</b>	Revise sound <b>ch CH</b>	Introduce sound <b>nd ND</b>	Revise sound <b>nd ND</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu</b> <b>Ng NG nj NJ</b>
Week 3	Introduce sound <b>ng ND</b>	Revise sound <b>ng ND</b>	Introduce sound <b>nj NJ</b>	Revise sound <b>nj NJ</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu</b> <b>Nj NJ nk NK ns NS</b>
Week 4	Introduce sound <b>nk NK</b>	Revise sound <b>nk NK</b>	Introduce sound <b>ns NS</b>	Revise sound <b>ns NS</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu</b> <b>Nj NJ nk NK ns NS</b>
Week 5	Introduce sound <b>ny NY</b>	Revise sound <b>ny NY</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu</b> <b>ns NS ny NY</b>	Assessment and Remediation <b>a e i o u aa ee ii oo uu</b> <b>Kw KW ky KY ch CH nd ND ng NG nj NJ nk NK ns NS ny NY</b>	
Week 6	Introduce sound <b>nw NW</b>	Revise sound <b>nw NW</b>	Introduce sound <b>nz NZ</b>	Revise sound <b>nz NZ</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu</b> <b>Nw NW nz NZ</b>
Week 7	Introduce sound <b>bb BB</b>	Revise sound <b>bb BB</b>	Introduce sound <b>bw BW</b>	Revise sound <b>bw BW</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu</b> <b>bb BB mb MB</b>
Week 8	Introduce sound <b>by BY</b>	Revise sound <b>by BY</b>	Introduce sound <b>mb MB</b>	Revise sound <b>mb MB</b>	Revise work done <b>a e i o u</b> <b>aa ee ii oo uu</b> <b>by BY mb MB</b>
Week 9	Introduce letter sound <b>mf MF</b>	Revise letter sound <b>mf MF</b>	Introduce letter sound <b>mm MM</b>	Revise letter sound <b>mm MM</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu</b> <b>mf MF mm MM</b>
Week 10	Introduce sound <b>mv MV</b>	Revise sound <b>mv MV</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu</b> <b>Mm MM mV MV mf MF</b>	Assessment and Remediation <b>a e i o u aa ee ii oo uu</b> <b>Nw NW nz NZ bb BB bw Bw by BY mb MB mf MF</b> <b>mm MM mv MV</b>	
Week 11	Introduce sound <b>mw MW</b>	Revise sound <b>mw MW</b>	Introduce sound <b>mp MP</b>	Revise sound <b>mp MP</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu</b> <b>Mw MW mp MP</b>
Week 12	Introduce sound <b>my MY</b>	Revise sound <b>my MY</b>	Introduce sound <b>tw TW</b>	Revise sound <b>tw TW</b>	Revise <b>a e i o u</b> <b>aa ee ii oo uu</b>

					My MY tw TW
Week 13	End of Term Assessment <b>a e i o u aa ee ii oo uu kw KW ky KY ch CH nd ND by BY ng NG nj NJ nk NK ns NS ny NY nw NW nz NZ bb BB bw BW mb MB MF MF mm MM mv MV mw MW mp MP my MY tw TW. 21 sounds</b>				
KIIKAONDE Term 3 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce sound <b>pw PW</b>	Revise sound <b>pw PW</b>	Introduce sound <b>py PY</b>	Revise sound <b>py PY</b>	Revise work done <b>a e i o u aa ee ii oo uu Pw PW py PY</b>
Week 2	Introduce sound <b>sw SW</b>	Revise sound <b>sw SW</b>	Introduce sound <b>fw FW</b>	Revise sound <b>fw FW</b>	Revise work done <b>a e i o u aa ee ii oo uu sw SW fw FW</b>
Week 3	Introduce sound <b>fy FY</b>	Revise sound <b>fy FY</b>	Introduce sound <b>vy VY</b>	Revise sound <b>vy VY</b>	Revise work done <b>a e i o u aa ee ii oo uu fy Fy vy VY</b>
Week 4	Introduce sound <b>vw VW</b>	Revise sound <b>vw VW</b>	Introduce sound <b>ñw ÑW</b>	Revise sound <b>ñw ÑW</b>	Revise work done <b>a e i o u aa ee ii oo uu vw VW ñw ÑW</b>
Week 5	Introduce sound <b>zh ZH</b>	Revise sound <b>zh ZH</b>	Revise <b>a e i o u aa ee ii oo uu ñw ÑW zh ZH vw VW</b>	Assessment and Remediation <b>a e i o u aa ee ii oo uu pw PW py PY sw SW fw FW fy FY vy VY vw VW ñw ÑW</b>	
Week 6	Introduce sound <b>zw ZW</b>	Revise sound <b>zw ZW</b>	Introduce sound <b>nn NN</b>	Revise sound <b>nn NN</b>	Revise <b>a e i o u aa ee ii oo uu zw ZW nn NN</b>
Week 7	Introduce sound <b>nch NCH</b>	Revise sound <b>nch NCH</b>	Introduce sound <b>ndw NDW</b>	Revise sound <b>ndw NDW</b>	Revise <b>a e i o u aa ee ii oo uu nch NCH ndw NDW</b>
Week 8	Introduce sound <b>ngw NGW</b>	Revise sound <b>ngw NGW</b>	Introduce sound <b>ngy NGY</b>	Revise sound <b>ngy NGY</b>	Revise work done <b>a e i o u aa ee ii oo uu ngw NGW ngy NGY</b>
Week 9	Introduce sound <b>nkw NKW</b>	Revise sound <b>nkw NKW</b>	Introduce sound <b>nky NKY mpw MPW</b>	Revise sound <b>nky NKY mpw MPW</b>	Revise work done <b>a e i o u aa ee ii oo uu nkw NKW nky NKY MPW</b>
Week 10	Introduce sound <b>nnny NNY</b>	Revise sound	Revise <b>a e i o u</b>	Assessment and Remediation	

	<b>nzw NZW</b>	<b>nny NNY nzw NZW</b>	<b>aa ee ii oo uu nny NNY nzw NZW</b>	<b>a e i o u aa ee ii oo uu zw ZW nn NN nch NCH ndw NDW ngw NGW ngy NGY nkW NKW nky NKY mpw MPW nny NNY nzw NZW</b>	
Week 11	Introduce sound <b>nsh NSH mby MBY</b>	Revise sound <b>nsh NSH mby MBY</b>	Introduce sound <b>nsw NSW mmy MMY</b>	Revise sound <b>nsw NSW mmy MMY</b>	Revise work done <b>a e i o u aa ee ii oo uu mby MBY nsh NSH nsw NSW mmy MMY</b>
Week 12	Introduce letter sound <b>ntw NTW mpy MPY</b>	Revise letter sound <b>ntw NTW mpy MPY</b>	Introduce letter sound <b>nzh NZH mvw MVW</b>	Revise letter sound <b>nzh NZH mvw MVW</b>	Revise work done <b>a e i o u aa ee ii oo uu ntw NTW mpy MPY nzh NZH mvw MVW</b>
Week 13	End of Term Assessment <b>a e i o u aa ee ii oo uu pw PW py PY sw SW fw FW fy FY vy VY vw VW ñw ÑW zh ZH zw ZW nn NN nch NCH ndw NDW ngw NGW ngy NGY nkW NKW nky NKY mpw MPW nny NNY nzw NZW nsh NSH mby MBY mmy MMY nsw NSW ntw mpy MPY nzh NZH mvw MVW</b> <b>28 sounds</b>				

CHITONGA Term 1 - Weekly Schedule					
	Mumuvwulo	Mulibwabili	Mulibwatatu	Mulibwane	Mulibwasanu
Week 1	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing
Week 2	Letter sound 1 <b>a A</b>	Letter sound 2 <b>e E</b>	Letter sound 3 <b>i I</b>	Letter sound 4 <b>o O</b>	Letter sound 5 <b>u U</b>
Week 3	Introduce letter sound <b>nN</b>	Revise letter sound <b>nN</b>	Introduce letter sound <b>kK</b>	Revise letter sound <b>Kk</b>	Revise work done <b>a,e,I,o,u nN,kK</b>
Week 4	Introduce letter sound <b>lL</b>	Revise letter sound <b>lL</b>	Introduce letter sound <b>mM</b>	Revise letter sound <b>mM</b>	Revise work done <b>a,e,I,o,u Nn,kk, lL, Mm,</b>
Week 5	Introduce letter sound <b>bB</b>	Revise letter sound <b>bB</b>	Revise work done <b>bB</b>	Assessment and Remediation	
Week 6	Introduce letter sound <b>wW</b>	Revise letter sound <b>wW</b>	Introduce letter sound <b>yY</b>	Revise letter sound <b>yY</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww,yY</b>
Week 7	Introduce letter sound <b>tT</b>	Revise letter sound <b>tT</b>	Introduce letter sound <b>sS</b>	Revise letter sound <b>sS</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss</b>
Week 8	Introduce letter sound <b>zZ</b>	Revise letter sound <b>Zz</b>	Introduce letter sound <b>dD</b>	Revise letter sound <b>Dd</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ</b>
Week 9	Introduce letter sound <b>Cc</b>	Revise letter sound <b>cC</b>	Introduce letter sound <b>Gg</b>	Revise letter sound <b>gG</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg</b>
Week 10	Introduce letter sound <b>pP</b>	Revise letter sound <b>Pp</b>	Revise work done <b>pP</b>	Assessment and Remediation	
Week 11	Introduce letter sound <b>Jj</b>	Revise letter sound <b>jJ</b>	Introduce letter sound <b>bb</b>	Revise letter sound <b>bb</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb</b>
Week 12	Introduce letter sound <b>vV</b>	Revise letter sound <b>vV</b>	Introduce letter sound <b>ff</b>	Revise letter sound <b>ff</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv</b>
Week 13	End of Term Assessment, <b>23 sounds</b>				
CHITONGA Term 2 - Weekly Schedule					
	Mumuvwulo	Mulibwabili	Mulibwatatu	Mulibwane	Mulibwasanu
Week 1	Introduce letter sound <b>kk</b>	Revise letter sound <b>kk</b>	Introduce letter sound <b>cc</b>	Revise letter sound <b>cc</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc</b>

Week 2	Introduce letter sound <b>hH</b>	Revise letter sound <b>hH</b>	Introduce letter sound <b>η</b>	Revise letter sound <b>η</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η</b>
Week 3	Introduce letter sound <b>hh</b>	Revise letter sound <b>hh</b>	Introduce letter sound <b>nk</b>	Revise letter sound <b>nk</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk</b>
Week 4	Introduce letter sound <b>nw</b>	Revise letter sound <b>nw</b>	Introduce letter sound <b>ny</b>	Revise letter sound <b>ny</b>	Revise work done <b>nw, a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk</b>
Week 5	Introduce letter sound <b>nt</b>	Revise letter sound <b>nt</b>	Revise work done <b>nt</b>	Assessment and Remediation	
Week 6	Introduce letter sound <b>ns</b>	Revise letter sound <b>ns</b>	Introduce letter sound <b>nz</b>	Revise letter sound <b>nz</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz</b>
Week 7	Introduce letter sound <b>nd</b>	Revise letter sound <b>nd</b>	Introduce letter sound <b>nc</b>	Revise letter sound <b>nc</b>	Revise work done <b>a,e,I,o,u,Nn,kk,IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc</b>
Week 8	Introduce letter sound <b>ng</b>	Revise letter sound <b>ng</b>	Introduce letter sound <b>nj</b>	Revise letter sound <b>nj</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc,ng,nj</b>
Week 9	Introduce letter sound <b>mb</b>	Revise letter sound <b>mb</b>	Introduce letter sound <b>mw</b>	Revise letter sound <b>mw</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc mb.mw</b>
Week 10	Introduce letter sound <b>my,</b>	Revise letter sound <b>my</b>	Revise work done <b>my</b>	Assessment and Remediation	

Week 11	Introduce letter sound <b>vw</b>	Revise letter sound <b>vw</b>	Introduce letter sound <b>by</b>	Revise letter sound <b>by</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc mb.mw vw, by</b>
Week 12	Introduce letter sound <b>vw</b>	Revise letter sound <b>vw</b>	Introduce letter sound <b>ty</b>	Revise letter sound <b>ty</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc mb.mw vw, by vw,ty</b>
Week 13	End of Term Assessment, <b>21 sounds</b>				
CHITONGA	Term 3 - Weekly Schedule				
	<b>Mumuvwulo</b>	<b>Mulibwabli</b>	<b>Mulibwatatu</b>	<b>Mulibwane</b>	<b>Mulibwasanu</b>
Week 1	Introduce letter sound <b>sw</b>	Revise letter sound <b>sw</b>	Introduce letter sound <b>sy</b>	Revise letter sound <b>sy</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy</b>
Week 2	Introduce letter sound <b>zw</b>	Revise letter sound <b>zw</b>	Introduce letter sound <b>zy</b>	Revise letter sound <b>zy</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy</b>
Week 3	Introduce letter sound <b>dw</b>	Revise letter sound <b>dw</b>	Introduce letter sound <b>dy</b>	Revise letter sound <b>dy</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy</b>
Week 4	Introduce letter sound <b>gw</b>	Revise letter sound <b>gw</b>	Introduce letter sound <b>pw</b>	Revise letter sound <b>pw</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw</b>
Week 5	Introduce letter sound <b>py</b>	Revise letter sound <b>py</b>	Revise work done <b>py</b>	Assessment and Remediation	

Week 6	Introduce letter sound <b>jw</b>	Revise letter sound <b>jw</b>	Introduce letter sound <b>vw</b>	Revise letter sound <b>vw</b>	Revise work <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw</b>
Week 7	Introduce letter sound <b>fw</b>	Revise letter sound <b>fw</b>	Introduce letter sound <b>nkW</b>	Revise letter sound <b>nkW</b>	Revise work <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw,fw,nkW</b>
Week 8	Introduce letter sound <b>nyw</b>	Revise letter sound <b>nyw</b>	Introduce letter sound <b>ntw</b>	Revise letter sound <b>ntw</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw,fw,nkW nyw,ntw</b>
Week 9	Introduce letter sound <b>nsw</b>	Introduce letter sound <b>nty</b>	Introduce letter sound <b>nsy</b>	Revise letter sound <b>nsw,nsy nty</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw,fw,nkW nyw,ntw nsw,nty nsy</b>
Week 10	Introduce letter sound <b>nzw</b>	Introduce letter sound <b>nzy</b>	Revise work done <b>nzw,nzy</b>	Assessment and Remediation	
Week 11	Introduce letter sound <b>ndw</b>	Introduce letter sound <b>ndy</b>	Introduce letter sound <b>ngw</b>	Revise letter sound, <b>ndy, ndw ngw</b>	Revise work done <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw,fw,nkW nyw,ntw nsw,nty nsy ndw,ndy ngw</b>
Week 12	Introduce letter sound <b>mbw</b>	Revise letter sound <b>mbY</b>	Introduce letter sound <b>mvw</b>	Revise letter sound <b>mvw ,mbY, mbw</b>	Revise work done, <b>a,e,I,o,u,Nn,kk IL,Ww Tt ,Ss Dd, zZ Cc, Gg,Jj,bb Ff, Vv</b>

					kk,Cc Hh,η hh,nk,nw ns,nz nd,nc sw,sy zw,zy dw,dy,gw,pw jw vw,fw,nkw nyw,ntw nsw,nty nsy ndw,ndy ngw mvw, mby, mbw
Week 13	End of Term Assessment 25 sounds				

CINYANJA: Temu 1 – NDONDOMEKO YA ZOFUNIKA KUPHUNZITSA MUSABATA					
	Lolemba	Laciwiri	Lacitatu	Lacinai	Lacisanu
Week 1	Pre-reading/ writing	Pre-reading/ writing	Pre-reading/writing	Pre-reading /writing	Pre-reading/writing
Week 2	Letter sound <b>aA</b>	Letter sound <b>eE</b>	Letter sound <b>iI</b>	Letter sound <b>o O</b>	Letter sound <b>u U</b>
Week 3	Introduce letter sound <b>kK</b>	Revise letter sound <b>kK</b>	Introduce letter sound <b>mM</b>	Revise letter sound <b>mM</b>	Revise work done <b>a,e,l,o,u,k,m</b>
Week 4	Introduce letter sound <b>tT</b>	Revise letter sound <b>tT</b>	Introduce letter sound <b>bB</b>	Revise letter sound <b>bB</b>	Revise work done <b>a,e,l,o,u,k,m,t,b,</b>
Week 5	Introduce letter sound <b>nN</b>	Revise letter sound <b>nN</b>	Revise work done <b>a,e,l,o,u,k,m,t,b,n</b>	Assessment and Remediation	
Week 6	Introduce letter sound <b>lL</b>	Revise letter sound <b>lL</b>	Introduce letter sound <b>pP</b>	Revise letter sound <b>pP</b>	Revise work done <b>a,e,l,o,u,k,m,t,b,n,l,p</b>
Week 7	Introduce letter sound <b>cC</b>	Revise letter sound <b>cC</b>	Introduce letter sound <b>wW</b>	Revise letter sound <b>wW</b>	Revise work done <b>a,e,l,o,u,k,m,t,b,n,l,p,c,w</b>
Week 8	Introduce letter sound <b>fF</b>	Revise letter sound <b>fF</b>	Introduce letter sound <b>dD</b>	Revise letter sound <b>dD</b>	Revise work done <b>a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d</b>
Week 9	Introduce letter sound <b>sS</b>	Revise letter sound <b>sS</b>	Introduce letter sound <b>gG</b>	Revise letter sound <b>gG</b>	Revise work done <b>a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g</b>
Week 10	Introduce letter sound <b>jJ</b>	Revise letter sound <b>jJ</b>	Revise <b>a,e,i,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j</b>	Assessment and Remediation	
Week 11	Introduce letter sound <b>zZ</b>	Revise letter sound <b>zZ</b>	Introduce letter sound <b>vV</b>	Revise letter sound <b>vV</b>	Revise work done <b>a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v</b>
Week 12	Introduce letter sound <b>yY</b>	Revise letter sound <b>yY</b>	Introduce letter sound <b>rR</b>	Revise letter sound <b>rR</b>	Revise <b>a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r</b>
Week 13	End of Term Assessment <b>22 sounds</b>				
CINYANJA	Term 2 - Weekly Schedule				
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound <b>mw</b>	Revise letter sound <b>mw</b>	Introduce letter sound <b>mb</b>	Revise letter sound <b>mb</b>	Revise <b>a,e,l,o,u,k,m,t,b,n,l,p,c,w,f,d,sgj,z,v,y,r,m,w,mb</b>

Week 2	Introduce letter sound <b>nd</b>	Revise letter sound <b>nd</b>	Introduce letter sound <b>kh</b>	Revise letter sound <b>kh</b>	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh
Week 3	Introduce letter sound <b>dz</b>	Revise letter sound <b>dz</b>	Introduce letter sound <b>ph</b>	Revise letter sound <b>ph</b>	Revise a,e,I,o,u, k,m,t,b,n,l, p,c,w,f,d,c,g,j,z,v,y,r,nd,kh,dz,p h
Week 4	Introduce letter sound <b>ts</b>	Revise letter sound <b>ts</b>	Introduce letter sound <b>mt</b>	Revise letter sound <b>mt</b>	Revise a,e,I,o,u, k,m,t,b,n, l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz, ph,ts,mt
Week 5	Introduce letter sound <b>kw</b>	Revise letter sound <b>kw</b>	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd, kh,dz,ph,ts,mt,kw	Assessment and Remediation	
Week 6	Introduce letter sound <b>dw</b>	Revise letter sound <b>dw</b>	Introduce letter sound <b>mp</b>	Revise letter sound <b>mp</b>	Revise work done a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g, j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,d w,mp
Week 7	Introduce letter sound <b>ny</b>	Revise letter sound <b>ny</b>	Introduce letter sound <b>mv</b>	Revise letter sound <b>mv</b>	Revise work done a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g, j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,d w,mp,ny,mv
Week 8	Introduce letter sound <b>mk</b>	Revise letter sound <b>mk</b>	Introduce letter sound <b>nj</b>	Revise letter sound nj	Revise work done a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g, j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,m w,mp,ny,nv,mk,nj
Week 9	Introduce letter sound <b>ch</b>	Revise letter sound <b>ch</b>	Introduce letter sound <b>th</b>	Revise letter sound <b>th</b>	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,mw,mp,n y,nv,mk,nj,ch,th
Week 10	Introduce letter sound <b>ng</b>	Revise letter sound <b>ng</b>	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd, kh,dz,ph,ts,mt,kw,dw,mp,ny,nv,mk ,nj,ch,th,ng	Assessment and Remediation	
Week 11	Introduce letter sound <b>bw</b>	Revise letter sound	Introduce letter sound <b>ns</b>	Revise letter sound <b>ns</b>	Revise a,e,i,o,u, k,m,t,b,n,l,

		<b>bw</b>			p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,p h,ts,mt,kw,dw,mp,ny,mv,mk,nj, ch,th,ng,bw,ns
Week 12	Introduce letter sound <b>ml</b>	Revise letter sound <b>ml</b>	Introduce letter sound <b>dy</b>	Revise letter sound <b>dy</b>	Revise a,e,I,o,u, k,m,t,b,n,l, p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,p h,ts,mt,kw,dw,mp,ny,mv,mk,nj, ch,th,ng,bw,ns,ml,dy
Week 13	End of Term Assessment <b>22 sounds</b>				
CINYANJA	Term 3 - Weekly Schedule				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Week 1	Introduce letter sound <b>gw</b>	Revise letter sound <b>gw</b>	Introduce letter sound <b>mf</b>	Revise letter sound <b>mf</b>	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng,bw,ns,ml,dy ,gw,mf
Week 2	Introduce letter sound <b>ms</b>	Revise letter sound <b>ms</b>	Introduce letter sound <b>oo</b>	Revise letter sound <b>oo</b>	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng,bw,ns,ml,dy ,gw,mf,ms,oo
Week 3	Introduce letter sound <b>ii</b>	Revise letter sound <b>ii</b>	Introduce letter sound <b>uu</b>	Revise letter sound <b>uu</b>	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng,bw,ns,ml,dy ,gw,mf,ms,oo,ii,uu
Week 4	Introduce letter sound <b>nkh</b>	Revise letter sound <b>nkh</b>	Introduce letter sound <b>mph</b>	Revise letter sound <b>mph</b>	Revise work done a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j, z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,m p,ny,mv,mk,nj,ch,th,ng,bw,ns,ml, dy,gw,mf,ms,oo,ii,uu,nkh,mph.
Week 5	Introduce letter sound <b>nth</b>	Revise letter sound <b>nth</b>	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,sg, j, z, v, y, r,	Assessment and Remediation	

			nd, kh, dz, ph, ts, mt, kw, dw, mp, ny, mv, mk, nj, ch, th, ng, bw, ns, ml, dy, gw, mf, ms, oo, ii, uu, nkh, mph, nth		
Week 6	Introduce letter sound nch	Revise letter sound nch	Introduce letter sound ngw	Revise letter sound ngw	Revise work done a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp,ny,mv,mk,nj,ch,th,ng,bw,ns,ml,dy,gw,mf,ms,oo,ii,uu,nkh,mph,nth,nch,ngw.
Week 7	Introduce letter sound mny	Revise letter sound mny	Introduce letter sound mts	Revise letter sound mts	Revise a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp,ny,mv,mk,nj,ch,th,ng,bw,ns,ml,dy,gw,mf,ms,oo,ii,uu,nkh,mph,nth,nch,ngw,mny,mts
Week 8	Introduce letter sound mdz	Revise letter sound mdz	Introduce letter sound mkw	Revise letter sound mkw	Revise a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,w,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp,ny,mv,mk,nj,ch,th,ng,bw,ns,ml,dy,gw,mf,ms,oo,ii,uu,nkh,mph,nth,nch,ngw,mny,mts,mdz,mkw
Week 9	Introduce letter sound thy	Revise letter sound thy	Introduce letter sound phw	Revise letter sound phw	Revise a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp,ny,mv,mk,nj,ch,th,ng,bw,ns,ml,dy,gw,mf,ms,oo,ii,uu,nkh,mph,nth,nch,ngw,mny,mts,mdz,mkw,thy,phw
Week 10	Introduce letter sound mtsw	Revise letter sound mtsw	Revise a,e,I,o,u,k,m,t,b,n,l,p,c,w,f,d,sg,j,z,v,y,r,nd,kh,dz,ph,ts,mt,kw,dw,mp,ny,mv,mk,nj,ch,th,ng,bw,ns,ml,dy,gw,mf,msoo,ii,uu,nkh,mph,nthnch,ngw,mny,mts,mdz,mkw,thy,phw,	Assessment and Remediation	

			<b>mtsw</b>		
Week 11	Introduce letter sound <b>mphw</b>	Revise letter sound <b>mphw</b>	Introduce letter sound <b>nkhw</b>	Revise letter sound <b>nkhw</b>	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, nd,kh,dz,ph,ts,mt,kw,dw,mp,ny ,mv,mk,nj,ch,th,ng,bw,ns,ml,dy ,gw,mf,ms,oo,ii,uu, nkh,mph,nth,nch,ngw,mny,mts, mdz,mkw,thy,phw,mtsw,mphw, nkhw
Week 12	Introduce letter sound <b>mnkhw</b>	Revise letter sound <b>mnkhw</b>	<b>Reading skills:</b> use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> use sounds, blends and syllables for independent and guided writing	Revise letter sound <b>mphw, nkhw, mnkhw</b>	Revise a,e,I,o,u, k,m,t,b,n,l,p,c,w,f,d,s,g,j,z,v,y,r, mw,mb,ndkh,dz,ph,ts,mt,kw,d w,mp,ny,mv,mk,nj,ch,th,ng,bw, ns,ml,dy,gw,mf,ms,oo,ii,uu,nkh, mph,nth,ngw,mny,mts,mdz,mk w,thy,phw,mtsw,mphw,nkhw,m nkhw
Week 13	End of Term Assessment <b>21 sounds</b>				

ICIBEMBA    Term 1 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing	Pre-reading/writing
Week 2	Letter sound <b>a A</b>	Letter sound <b>e E</b>	Letter sound <b>i I</b>	Letter sound <b>o O</b>	Letter sound <b>u U</b>
Week 3	Introduce letter sound <b>nN</b>	Revise letter sound <b>nN</b>	Introduce letter sound <b>bB</b>	Revise letter sound <b>bB</b>	Revise work done <b>nN bB</b>
Week 4	Introduce letter sound <b>mM</b>	Revise letter sound <b>mM</b>	Introduce letter sound <b>kK</b>	Revise letter sound <b>kK</b>	Revise work done <b>mM kK</b>
Week 5	Introduce letter sound <b>lL</b>	Revise letter sound <b>lL</b>	Revise work done ( <b>all sounds taught</b> )	Assessment and Remediation	
Week 6	Introduce letter sound <b>pP</b>	Revise letter sound <b>pP</b>	Introduce letter sound <b>cC</b>	Revise letter sound <b>cC</b>	Revise work done <b>p c</b>
Week 7	Introduce letter sound <b>tT</b>	Revise letter sound <b>tT</b>	Introduce letter sound <b>sS</b>	Revise letter sound <b>sS</b>	Revise work done <b>t s</b>
Week 8	Introduce letter sound <b>fF</b>	Revise letter sound <b>fF</b>	Introduce letter sound <b>wW</b>	Revise letter sound <b>wW</b>	Revise work done <b>f w</b>
Week 9	Introduce letter sound <b>yY</b>	Revise letter sound <b>yY</b>	Introduce letter sound <b>jJ</b>	Revise letter sound <b>jJ</b>	Revise work done <b>y j</b>
Week 10	Introduce letter sound <b>η η</b>	Revise letter sound <b>η η</b>	Revise work done( <b>select from all sounds taught</b> )	Assessment and Remediation	
Week 11	Introduce letter sound <b>ch</b>	Revise letter sound <b>ch</b>	Introduce letter sound <b>sh</b>	Revise letter sound <b>sh</b>	Revise work done <b>ch sh</b>
Week 12	Introduce letter sound <b>bw</b>	Revise letter sound <b>bw</b>	Introduce letter sound <b>mw</b>	Revise letter sound <b>mw</b>	Revise work done <b>bw mw</b>
Week 13	End of Term Assessment ( <b>all the work covered</b> ), <b>23 sounds</b>				
ICIBEMBA    Term 2 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound <b>kw</b>	Revise letter sound <b>kw</b>	Introduce letter sound <b>fw</b>	Revise letter sound <b>fw</b>	Revise work done <b>kw fw</b>
Week 2	Introduce letter sound <b>mb</b>	Revise letter sound <b>mb</b>	Introduce letter sound <b>mf</b>	Revise letter sound <b>mf</b>	Revise work done <b>mb mf</b>

Week 3	Introduce letter sound <b>nk</b>	Revise letter sound <b>nk</b>	Introduce letter sound <b>lw</b>	Revise letter sound <b>lw</b>	Revise work done <b>nk lw</b>
Week 4	Introduce letter sound <b>mp</b>	Revise letter sound <b>mp</b>	Introduce letter sound <b>nt</b>	Revise letter sound <b>nt</b>	Revise work done <b>mp nt</b>
Week 5	Introduce letter sound <b>nc</b>	Revise letter sound <b>nc</b>	Revise work done ( <b>select from all sounds taught</b> )	Assessment and Remediation	
Week 6	Introduce letter sound <b>nd</b>	Revise letter sound <b>nd</b>	Introduce letter sound <b>tw</b>	Revise letter sound <b>tw</b>	Revise work done <b>nd tw</b>
Week 7	Introduce letter sound <b>ns</b>	Revise letter sound <b>ns</b>	Introduce letter sound <b>nj</b>	Revise letter sound <b>nj</b>	Revise work done <b>ns nj</b>
Week 8	Introduce letter sound <b>ng</b>	Revise letter sound <b>ng</b>	Introduce letter sound <b>fy</b>	Revise letter sound <b>fy</b>	Revise work done <b>ng fy</b>
Week 9	Introduce letter sound <b>pw</b>	Revise letter sound <b>pw</b>	Introduce letter sound <b>ny</b>	Revise letter sound <b>ny</b>	Revise work done <b>pw ny</b>
Week 10	Introduce letter sound <b>mbw</b>	Revise letter sound <b>mbw</b>	Revise work done ( <b>select from all sounds taught</b> )	Assessment and Remediation	
Week 11	Introduce letter sound <b>nkW</b>	Revise letter sound <b>nkW</b>	Introduce letter sound <b>nsh</b>	Revise letter sound <b>nsh</b>	Revise work done <b>mbw nsh</b>
Week 12	Introduce letter sound <b>mfw</b>	Revise letter sound <b>mfw</b>	Introduce letter sound <b>ndw</b>	Revise letter sound <b>ndw</b>	Revise work done <b>mfw ndw</b>
Week 13	End of Term Assessment ( <b>all the work covered</b> ), <b>22 sounds</b>				
ICIBEMBA Term 3 - Weekly Schedule					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Week 1	Introduce letter sound <b>ntw</b>	Revise letter sound <b>ntw</b>	Introduce letter sound <b>mfy</b>	Revise letter sound <b>mfy</b>	Revise work done <b>ntw mfy</b>
Week 2	Introduce letter sound <b>nsw</b>	Revise letter sound <b>nsw</b>	Introduce letter sound <b>mby</b>	Revise letter sound <b>mby</b>	Revise work done <b>nsw mby</b>
Week 3	Introduce letter sound <b>mpw</b>	Revise letter sound <b>mpw</b>	Introduce letter sound <b>ndy</b>	Revise letter sound <b>ndy</b>	Revise work done <b>mpw ndy</b>
Week 4	Introduce letter sound <b>ngw</b>	Revise letter sound <b>mpy</b>	Revise <b>ntw mfy</b>	Revise <b>nsw mby</b>	Revise work done <b>ntw, mfy, nsw, mby</b>
Week 5	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent	Assessment and Remediation <b>ntw, mfy, nsw, mby reading and writing</b>	

[illegible]

	directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	
Week 10	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	Revise work done	Assessment and Remediation	
Week 11	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	Revise work done
Week 12	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	<b>Reading skills:</b> continue to use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> continue to use sounds, blends and syllables for independent and guided writing	Revise work done
Week 13	End of Term Assessment, <b>7 sounds, reading and writing</b>				

Silozi Term 1 - Weekly Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Pre-reading	Pre-reading	Pre-reading	Pre-reading	Pre-reading
Week 2	Letter sound <b>a A</b>	Letter sound <b>eE</b>	Letter sound <b>iI</b>	Letter sound <b>o O</b>	Letter sound <b>u U</b>
Week 3	Introduce letter sound <b>l L</b>	Revise letter sound <b>l L</b>	Introduce letter sound <b>n N</b>	Revise letter sound <b>n N</b>	Revise work done ( <b>all the vowels and sounds l L, n N</b> )
Week 4	Introduce letter sound <b>b B</b>	Revise letter sound <b>b B</b>	Introduce letter sound <b>k K</b>	Revise letter sound <b>k K</b>	Revise work done ( <b>all the vowels and sounds b B, k K</b> )
Week 5	Introduce letter sound <b>m M</b>	Revise letter sound <b>m M</b>	Revise work done( <b>all the vowels and sound m M</b> )	Assessment and Remediation ( <b>all the vowels and sounds b B, k K, l L, n N, m M</b> )	
Week 6	Introduce letter sound <b>t T</b>	Revise letter sound <b>t T</b>	Introduce letter sound <b>s S</b>	Revise letter sound <b>s S</b>	Revise work done ( <b>all the vowels and sounds t T, s S</b> )
Week 7	Introduce letter sound <b>z Z</b>	Revise letter sound <b>z Z</b>	Introduce letter sound <b>w W</b>	Revise letter sound <b>w W</b>	Revise work done ( <b>all the vowels and sounds z Z, w W</b> )
Week 8	Introduce letter sound <b>y Y</b>	Revise letter sound <b>y Y</b>	Introduce letter sound <b>h H</b>	Revise letter sound <b>h H</b>	Revise work done( <b>all the vowels and sounds y Y, h H</b> )
Week 9	Introduce letter sound <b>p P</b>	Revise letter sound <b>p P</b>	Introduce letter sound <b>f F</b>	Revise letter sound <b>f F</b>	Revise work done ( <b>all the vowels and sounds p P, f F</b> )
Week 10	Introduce letter sound <b>ny NY</b>	Revise letter sound <b>ny NY</b>	Revise work done ( <b>all the vowels and sound ny NY</b> )	Assessment and Remediation ( <b>all the vowels and sounds t T, s S, z Z, w W, y Y, h H, p P, f F, ny NY</b> )	
Week 11	Introduce letter sound <b>ñ Ñ</b>	Revise letter sound <b>ñ Ñ</b>	Introduce letter sound <b>c C</b>	Revise letter sound <b>c C</b>	Revise work done ( <b>all the vowels and sounds ñ Ñ, c C</b> )
Week 12	Introduce letter sound <b>sh SH</b>	Revise letter sound <b>sh SH</b>	Introduce letter sound <b>ng NG</b>	Revise letter sound <b>ng NG</b>	Revise work done ( <b>all the vowels and sounds sh SH, ng NG</b> )
Week 13	End of Term Assessment ( <b>all the vowels and sounds b B, k K, l L, n N, m M t T, s S, z Z, w W, y Y, h H, p P, f F, ny NY sh SH, ng NG, ), 23 sounds</b> )				
SILOZI	Term 2 - Weekly Schedule				
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce letter sound <b>ch CH</b>	Revise letter sound <b>ch CH</b>	Introduce letter sound <b>aa AA</b>	Revise letter sound <b>aa AA</b>	Revise work done ( <b>all the vowels and sounds ch CH, aa AA</b> )
Week 2	Introduce letter sound <b>ee EE</b>	Revise letter sound <b>ee EE</b>	Introduce letter sound <b>ii II</b>	Revise letter sound <b>ii II</b>	Revise work done ( <b>all short and long vowel sounds ee EE, ii II</b> )
Week 3	Introduce letter sound <b>oo</b>	Revise letter sound	Introduce letter sound <b>uu UU</b>	Revise letter sound	Revise work done ( <b>all short and</b>

	<b>OO</b>	<b>oo OO</b>		<b>uu UU</b>	<b>long vowel sounds oo OO, uu UU)</b>
Week 4	Introduce letter sound <b>nk NK</b>	Revise letter sound <b>nk NK</b>	Introduce letter sound <b>nt NT</b>	Revise letter sound <b>nt NT</b>	Revise work done ( <b>all the vowels and sounds nk NK, nt NT</b> )
Week 5	Introduce letter sound <b>ns NS</b>	Revise letter sound <b>ns NS</b>	Revise work done ( <b>all the vowels and sound ns NS</b> )	Assessment and Remediation ( <b>all the vowels and sounds ch CH, aa AA ee EE, ii II ,nk oo OO, uu UU,NK, nt NT, ns NS</b> )	
Week 6	Introduce letter sound <b>nz NZ</b>	Revise letter sound <b>nz NZ</b>	Introduce letter sound <b>nw NW</b>	Revise letter sound <b>nw NW</b>	Revise work done ( <b>all the vowels and sounds nz NZ, nw NW</b> )
Week 7	Introduce letter sound <b>nd ND</b>	Revise letter sound <b>nd ND</b>	Introduce letter sound <b>nc NC</b>	Revise letter sound <b>nc NC</b>	Revise work done ( <b>all the vowels and sounds nd ND, nc NC</b> )
Week 8	Introduce letter sound <b>nj NJ</b>	Revise letter sound <b>nj NJ</b>	Introduce letter sound <b>mb MB</b>	Revise letter sound <b>mb MB</b>	Revise work done ( <b>all the vowels and sounds nj NJ, mb MB</b> )
Week 9	Introduce letter sound <b>mpw MPW</b>	Revise letter sound <b>mpw MPW</b>	Introduce letter sound <b>lw LW</b>	Revise letter sound <b>lw LW</b>	Revise work done ( <b>all the vowels and sounds mpw MPW, lw LW</b> )
Week 10	Introduce letter sound <b>bw BW</b>	Revise letter sound <b>bw BW</b>	Revise work done( <b>all the vowels and sound bw BW</b> )	Assessment and Remediation ( <b>all the vowels and sounds nz NZ, nw NW, nd ND, nc NC, nj NJ, mb MB mpw MPW, lw LW</b> )	
Week 11	Introduce letter sound <b>kw KW</b>	Revise letter sound <b>kw KW</b>	Introduce letter sound <b>mw MW</b>	Revise letter sound <b>mw MW</b>	Revise work done ( <b>all the vowels and sounds kw KW, mw MW</b> )
Week 12	Introduce letter sound <b>zw ZW</b>	Revise letter sound <b>zw ZW</b>	Introduce letter sound <b>yw YW</b>	Revise letter sound <b>yw YW</b>	Revise work done ( <b>all the vowels and sounds zw ZW, yw YW</b> )
Week 13	End of Term Assessment ( <b>all the vowels and sounds ch CH, aa AA ee EE, ii II ,nk oo OO, uu UU,NK, nt NT, ns NS, nz NZ, nw NW, nd ND, nc NC, nj NJ, mb MB mpw MPW, lw LW, kw KW, mw MW, zw ZW, yw YW</b> ), <b>22 sounds</b>				
SILOZI	Term 3 - Weekly Schedule				
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Week 1	Introduce letter sound <b>hw HW</b>	Revise letter sound <b>hw HW</b>	Introduce letter sound <b>pw PW</b>	Revise letter sound <b>pw PW</b>	Revise work done ( <b>all the vowels and sounds hw HW, pw PW</b> )
Week 2	Introduce letter sound <b>fw FW</b>	Revise letter sound <b>fw FW</b>	Introduce letter sound <b>cw CW</b>	Revise letter sound <b>cw CW</b>	Revise work done ( <b>all the vowels and sounds fw FW, cw CW</b> )
Week 3	Introduce letter sound <b>shw SHW</b>	Revise letter sound <b>shw SHW</b>	Introduce letter sound <b>ngw NGW</b>	Revise letter sound <b>ngw NGW</b>	Revise work done ( <b>all the vowels and sounds shw SHW, ngw NGW</b> )

Week 4	Introduce letter sound <b>by</b> <b>BY</b>	Revise letter sound <b>by</b> <b>BY</b>	Introduce letter sound <b>ly</b> <b>LY</b>	Revise letter sound <b>ly</b> <b>LY</b>	Revise work done ( <b>all the vowels and sounds by BY, ly LY</b> )
Week 5	Introduce letter sound <b>my</b> <b>MY</b>	Revise letter sound <b>my</b> <b>MY</b>	Revise work done( <b>all vowels and my MY</b> )	Assessment and Remediation ( <b>all the vowels and sounds hw HW, pw PW, fw FW, cw CW shw SHW, ngw NGW, BY, ly LY</b> )	
Week 6	Introduce letter sound <b>py</b> <b>PY</b>	Revise letter sound <b>py</b> <b>PY</b>	Introduce letter sound <b>nk</b> <b>NK</b>	Revise letter sound <b>nk</b> <b>NK</b>	Revise work done ( <b>all the vowels and sounds py PY, nk NK</b> )
Week 7	Introduce letter sound <b>ntw</b> <b>NTW</b>	Revise letter sound <b>ntw</b> <b>NTW</b>	Introduce letter sound <b>nsw</b> <b>NSW</b>	Revise letter sound <b>nsw</b> <b>NSW</b>	Revise work done ( <b>all the vowels and sounds ntw NTW, nsw NSW</b> )
Week 8	Introduce letter sound <b>ndw</b> <b>NDW</b>	Revise letter sound <b>ndw</b> <b>NDW</b>	Introduce letter sound <b>ncw</b> <b>NCW</b>	Revise letter sound <b>ncw</b> <b>NCW</b>	Revise work done ( <b>all the vowels and sounds ndw NDW, ncw NCW</b> )
Week 9	Introduce letter sound <b>nzw</b> <b>NZW</b>	Revise letter sound <b>nzw</b> <b>NZW</b>	Introduce letter sound <b>mbw</b> <b>MBW</b>	Revise letter sound <b>mbw</b> <b>MBW</b>	Revise work done ( <b>all the vowels and sounds nzw NZW, mbw MBW</b> )
Week 10	Introduce letter sound <b>mby</b> <b>MBY</b>	Revise letter sound <b>mby</b> <b>MBY</b>	Revise work done ( <b>all the vowels and sound mby MBY</b> )	Assessment and Remediation ( <b>all the vowels and sounds hw HW, pw PW, fw FW, cw CW shw SHW, ngw NGW, BY, ly LY py PY, nk NK ntw NTW, nsw NSW ndw NDW, ncw NCW nzw NZW, mbw MBW mby MBY</b> )	
Week 11	Introduce letter sound <b>mpy</b> <b>MPY</b>	Revise letter sound <b>mpy</b> <b>MPY</b>	<b>Reading skills:</b> Use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> Use sounds, blends and syllables for independent and guided writing	<b>Reading skills:</b> use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> use sounds, blends and syllables for independent and guided writing	Revise work done ( <b>all the vowels and sounds mpy MPY</b> )
Week 12	<b>Reading skills:</b> use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> use sounds, blends and	<b>Reading skills:</b> use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> use sounds, blends and	<b>Reading skills:</b> use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> use sounds, blends and syllables for independent and guided writing	<b>Reading skills:</b> use sounds, blends and syllables through teacher directed and independent reading <b>Writing skills:</b> use sounds, blends and syllables for independent and guided	Revise work done

	syllables for independent and guided writing	syllables for independent and guided writing		writing	
Week 13	End of Term Assessment ( <b>all the vowels and sounds</b> hw HW, pw PW, fw FW, cw CW shw SHW, ngw NGW, BY, ly LY py PY, nkW NKW ntw NTW, nsw NSW ndw NDW, ncw NCW nzw NZW, mbw MBW mby MBY), <b>19 sounds</b>				